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ABSTRACT

This guide is designed to help program developers establish a literacy program geared to specific occupations. It uses examples from English second-language literacy education for the hotel housekeeper. The guide consists of seven sections addressing the following aspects of program development: getting started and overall planning; selecting a business partner; developing and modifying curriculum (including a lesson plan worksheet); funding and volunteers; computer based instruction; sites, worker incentives, and participant evaluation; and useful forms and flyers for establishing a new program. Each section contains different kinds of materials for administrator, teacher, and student, including a number of sample curriculum units and lesson plans, worksheets, and handouts. Some materials that apply specifically to working with the Anchorage Literacy Project are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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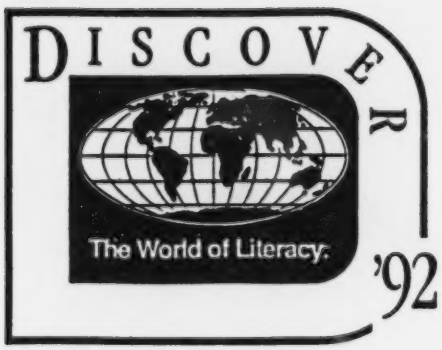


LAUBACH LITERACY ACTION
BIENNIAL CONFERENCE
RALEIGH, NORTH CAROLINA
JUNE 11–14

Skill Books Go To Work

The development of a workplace literacy program

Anchorage Workplace Literacy Project
Anchorage Literacy Project
1345 Rudakof Circle, Anchorage, AK 99508
(907)337-1981

Presented By:

Roselynn Cacy, *Project Director*, Anchorage Workplace Literacy Project

Nancy Chamberlain, *Executive Housekeeper,* Sheraton Anchorage Hotel

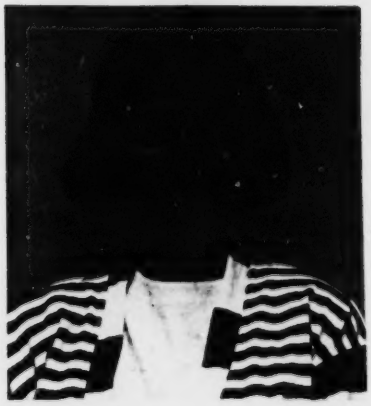
Marilyn Gregory, *Volunteer Tutor and Trainer,* Anchorage Literacy Project

FL800560

The Presenters

Roselynn Cacy: As the director for the Anchorage Workplace Literacy Project, Roselynn is involved in all aspects of Workplace Literacy. Prior to March of 1991, she served as the Associate Director of Anchorage Literacy Project, supervising training, accounting, and newsletter production. She was also responsible for much of the grant writing. In 1966 Roselynn became involved in literacy as a VISTA Volunteer in a Yupik Eskimo village. She became a Laubach tutor in 1976 and is now a Supervising Trainer for ESL and basic literacy.

Nancy Chamberlain: As Executive Housekeeper at the Sheraton Anchorage Hotel, Nancy Chamberlain is in charge of a 70-member department, whose employees speak more than a dozen languages. She has been in the hotel industry for 20 years. Nancy took the Laubach ESL tutor training in 1990. She set up a workplace literacy program in partnership with the Anchorage Literacy Project. The success of this project has encouraged other companies to join the Anchorage Workplace Literacy Project.



Marilyn Gregory: Coming to the Anchorage Literacy Project in 1988, Marilyn Gregory has put in many volunteer hours, as a tutor, apprenticing trainer and as a board member. She has also substitute taught as a workplace tutor. Marilyn was instrumental in obtaining funding for Anchorage Literacy Project by helping to organize a corporate fund-raiser.

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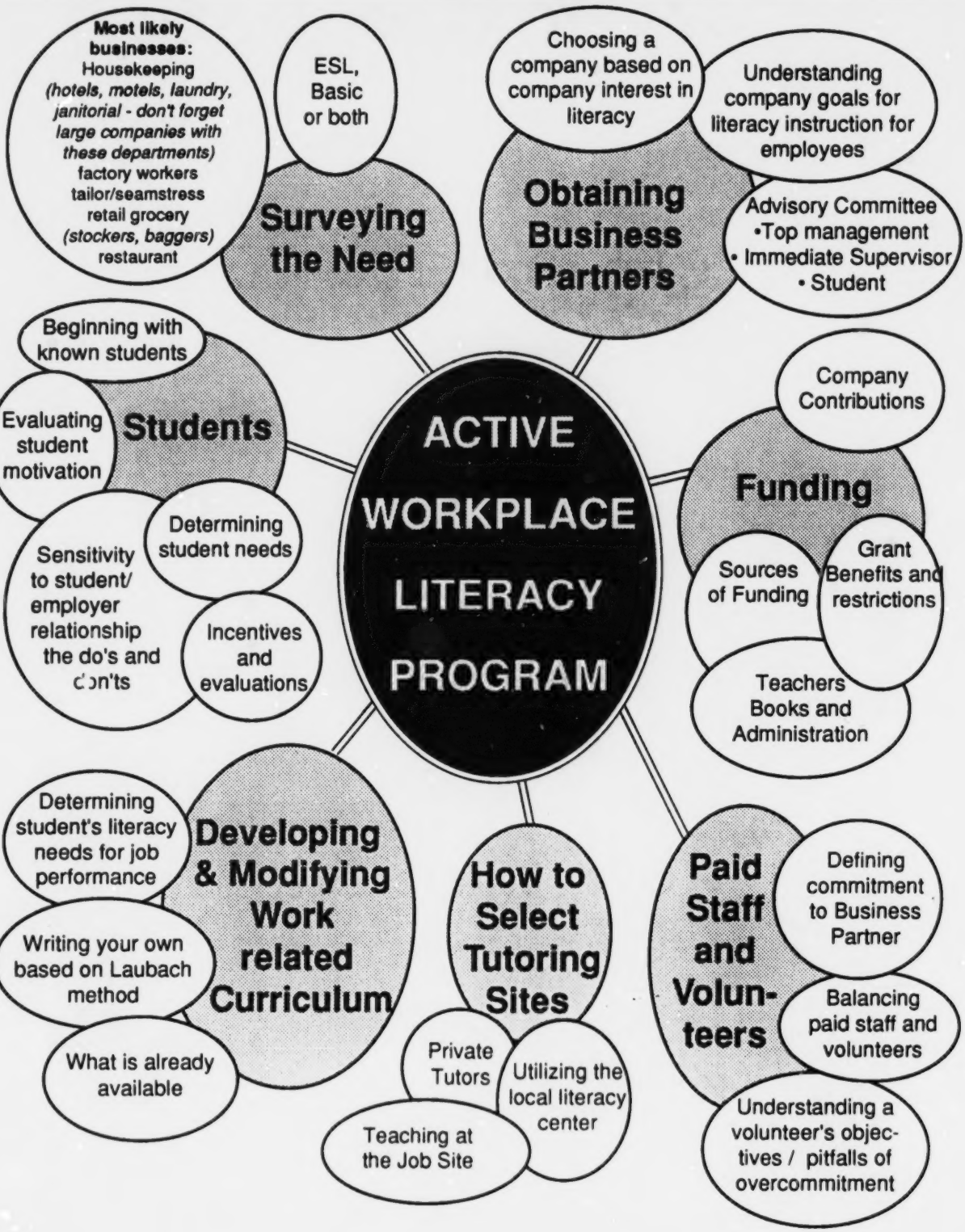
Getting Started

The Big Picture


ACTIVE WORKPLACE LITERACY PROGRAM
Surveying the Need
Most likely businesses:
Housekeeping
(hotels, motels, laundry, janitorial - don't forget large companies with these departments)
factory workers
tailor/seamstress
retail grocery
(stockers, baggers)
restaurant
ESL, Basic or both
Obtaining Business Partners
Choosing a company based on company interest in literacy
Understanding company goals for literacy instruction for employees
Advisory Committee
•Top management
• Immediate Supervisor
• Student
Students
Beginning with known students
Evaluating student motivation
Determining student needs
Sensitivity to student/ employer relationship the do's and don'ts
Incentives and evaluations
Funding
Company Contributions
Sources of Funding
Grant Benefits and restrictions
Teachers Books and Administration
Developing & Modifying Work related Curriculum
Determining student's literacy needs for job performance
Writing your own based on Laubach method
What is already available
How to Select Tutoring Sites
Private Tutors
Utilizing the local literacy center
Teaching at the Job Site
Paid Staff and Volun-teers
Defining commitment to Business Partner
Balancing paid staff and volunteers
Understanding a volunteer's objec-tives / pitfalls of overcommitment

Why Workplace Literacy?

✔ Labor Pool - Employee Avaliability

✔ Legal Responsibilities

✔ Corporate / Company Expectations

✔ Guest / Customer Expectations

✔ Personal Competency

Selecting a Business Partner

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Selecting a Partner Worksheet

1. Where do your literacy/ESL students work? List the companies.

_____ _____

_____ _____

_____ _____

_____ _____

2. List other companies in your literacy project jurisdiction that employe potential students. (Hotels, health care facilities, cleaners, etc.)

_____ _____

_____ _____

_____ _____

_____ _____

3. Have any employees lost their jobs because of reading/writing problems or because their supervisor found out they were literacy students? If so, draw a line through those company names.

4. Are any students afraid they will lose their jobs if their employer knows they are literacy students? Do some employees ask not to be on the mailing list and/or will not give you their work number? Put parentheses around these companies.

5. Has any company come to you for assistance for a group of employees? Put a **5** in front of the company name.

6. Which companies refer students? Give them a **4**.

7. Which companies have active tutors? Give them a **3**.

8. Which companies have tutoring areas available? Give them a **2**.

9. Which companies donate to your literacy project? Give them a **1**.

10. What other company policies and procedures would be important to you? _____

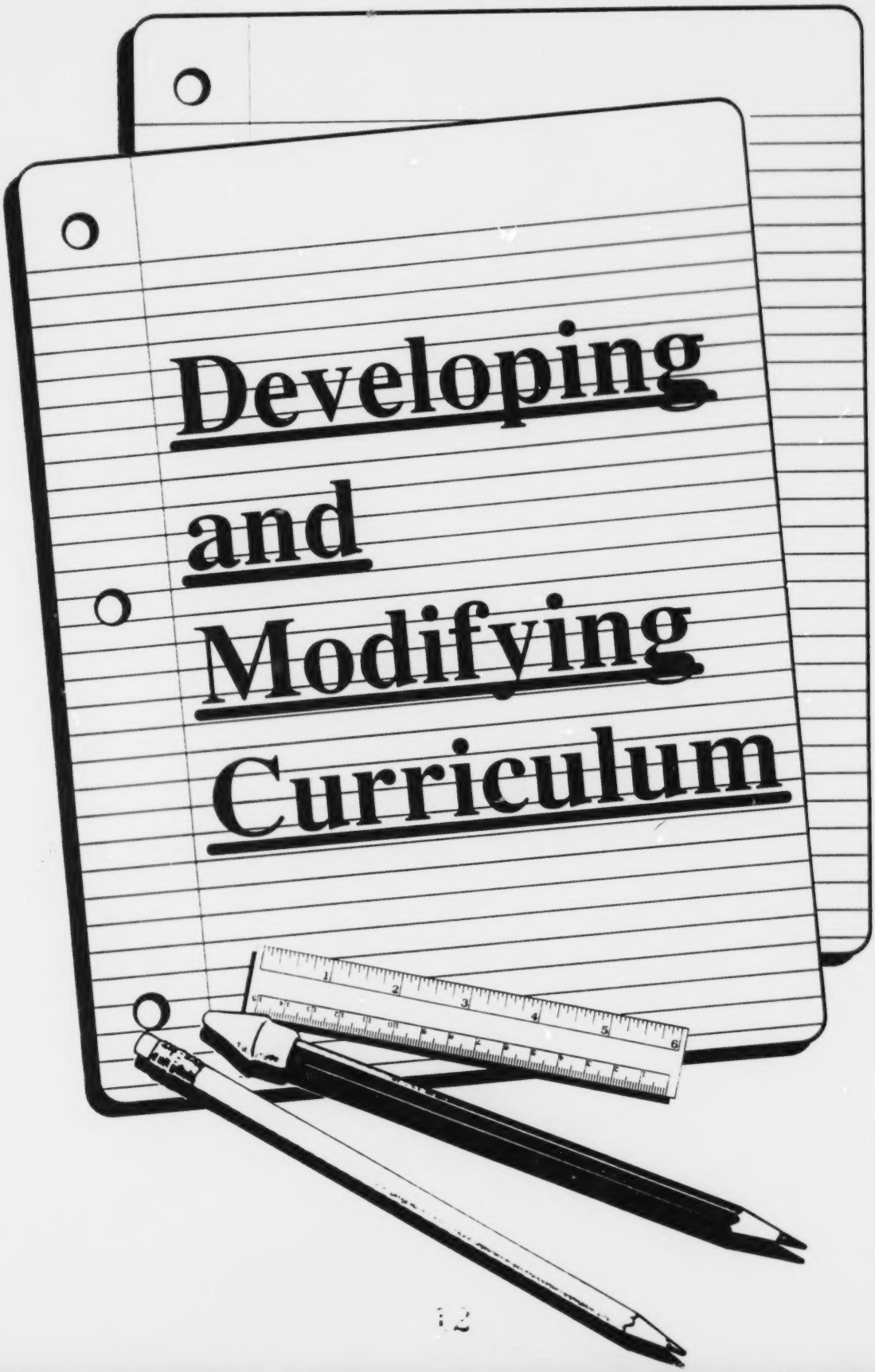
_____

11. Total up the points for each company. Select the employer that would be the best partner for your project. _____

Select one or more alternates

_____

_____


Developing
and
Modifying
Curriculum

Sample Workplace Curriculum - 1

HOUSEKEEPING

Reading and writing adaptations for use with Skill Book 1

Used with students who work in the housekeeping department of a hotel

Developed by Nancy Chamberlain

WORK REQUEST

479629

BY Su Ran DATE 4-11-92

DEPARTMENT H. S. K

LOCATION Room 801

PROBLEM

bathroom light out.

감사합니다.

ASSIGNED TO

DATE COMPL. TIME SPENT

COMPLETED BY

REMARKS

Printed in U.S.A. T 5268 REV. 3-77

Sample Work Request from the Sheraton.

When developing curriculum, for a workplace student it is very important to obtain the actual forms a student uses on the job.

Adaptation of Book 1 Chart 1: adding an element relevant to the student's job.

	b	bird b	b b
	c	cup c	c c
	d	dish d	d d
	f	fish f	f f
	g	girl g	g g
	h	hand h	h h
	b	bed b	b b

BAKERY LESSON

Conversation and reading skills
correlated with Skill Book 2 Lesson 1

Developed by Jan Jones

SKILL BOOK 2, LESSON 1

Workplace Adaptation: Bakery

I. Conversation Skills

DIALOG

Clerk: May I help you?
Liz: Yes, I'd like to buy a gift for my mother. It's her birthday.

Clerk: Here are some nice rings.
Liz: This one is pretty. How much is it?

Clerk: $12.95.
Liz: I'll take it.

WP ADAPTATION

Student(s) create a similar dialog to fit Bakery situation:

* Mrs. Brown wants to buy a cake for her son's birthday.
* Betty Black wants some muffins for breakfast.
* Etc.

Pairs (If teaching One-on-One, Teacher and Student each take a role: if teaching a class, "Pairs" of students take different situations and roles.) role play.

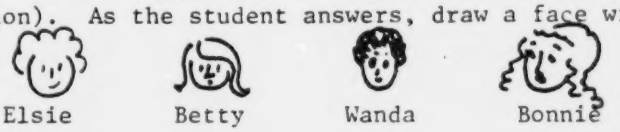
VOCABULARY: Review of Chart and Story Words

This is Miss Jill Hill.
Jill is Kim's sister.
Jill is the big sister.
Kim is the little sister.

Jill gives a gift to Kim.
Jill gives a gift to her little sister.

WP ADAPTATION

Teacher interviews the student(s) (unless he/she has already gathered this information). As the student answers, draw a face with the name beside it.



Elsie Betty Wanda Bonnie

Teacher: Who works in the Bakery?
Student: Elsie does.
Teacher: What is Elsie?
Student: She's the Manager.
Teacher: What does Elsie do?
Student: (S. may not be able to answer) She manages the Bakery.

17

Teacher writes the information the student gave in sentences.
Student reads and answers questions similar to those in SB2. Lesson 1.

This is Elsie Peters.
Elsie is the Bakery Manager.
Elsie manages the bakery at _____.
(name of store)

Etc.

Note: Different verbs and nouns will emerge, eg.- "manages", "waits on customers", etc. This is the vocabulary your student needs to learn. The sentence structure remains the same.

VOCABULARY: ***wear, put on, take off***

I'm wearing a ring.
I'm taking off my ring.
I'm putting on my ring.

VOCABULARY: Articles of Clothing and Jewelry

This is a coat.	These are jeans.
This is a jacket.	These are pants.
This is a sweater.	These are glasses.
This is a belt.	These are shoes.
This is a ring.	
This is a watch.	These are clothes.

WP ADAPTATION

This is a chef's hat.
This is a vest.
This is a name plate.
This is a shirt.
This is a visor/cap.
This is an apron.

These are pants.
These are gloves.

The woman's wearing a dress.	The man's wearing a suit.
a blouse.	a shirt.
a skirt.	a tie.

WP ADAPTATION

Mount Cartoon on Cards
or
Polaroid Pictures:

This is (name) .
He's the store manager.
What is he wearing?

This is Yu-hen Wu.
He's the chef in the (Take-out food dept.) .
What is he putting on?

This is (name) .
She's your manager.
What is she taking off?

This is (name) .
He is a Courtesy Clerk.
What is he wearing?

VOCABULARY: Names of Colors with *light* and *dark*

This is gold.
silver.
gray.
orange.
purple.

This is light blue.
dark blue.

These are colors.

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WP ADAPTATION

Colors of uniform/bakery products

This is burgundy.
pink.
This is light brown.
dark brown.

This is pumpernickel.
It's a dark brown rye bread.

There are pink roses on the cake.
The leaves are light green.

The rolls are done.
They are light brown.

Teacher asks questions using a cartoon/picture of a bakery worker in uniform and, perhaps, pictures from the bakery ads in newspaper.

What is she wearing?

What is pumpernickel?
What colors do you want on your cake?
Are the muffins done?

STRUCTURE FOCUS: Two Modifiers

This is a big pet shop.
This is a little gift shop.
This is a big dress shop.
This is a hot fish dinner.

WP ADAPTATION

Ask, "What do you sell in the bakery?"
List four or five items that are sold in the bakery.
Ask, pointing to first item, "Is this good?"
If Student agrees, write good in column two.
Ask, "What kind of bread is it?" (Write cinnamon, wheat, white, or whatever the Student says.)
Continue eliciting two adjectives for each bakery item.

Bakery Item	Adjectives	
bread	good	white
donuts	jelly	powdered
muffins	blueberry	mini
etc.		

Teacher: Tell the customer, "This is good, white bread."
Tell the customer about the donuts.

In a class, this could be expanded to Pairs of students practicing telling customers about the bakery products, and the partner deciding what to buy.

STRUCTURE FOCUS: Indirect Object with *to* (Review)

The woman	is giving	the book	to the boy.
The man	is selling	the book	to the girl.
The girl	is speaking	English	to the boy.
She	is showing	the books	to the students.

WP ADAPTATION

Make sentence strips; cut into parts:

SUBJECT	VERB	OBJECT	INDIRECT OBJECT

Mix the phrases up. Student arranges in correct order. Reads.

I am giving the donuts to the customer.
Ann is selling a cake to the woman.
Betty and Ann are showing the cake to the customer.
She is repeating the cake order to the customer.

STRUCTURE FOCUS: Indirect Object with *for*

Kim	is getting	a gift	for her mother.
Jill	is buying	a ring	for her mother.
I	am opening	the door	for him.
She	is closing	the window	for the teacher.
They	are making	dinner	for their mother.
I	am signing	the paper	for you.

WP ADAPTATION

Make sentence strips; cut into parts as in previous exercise.
Mix the phrases up. Student arranges in correct order. S. reads.

Mrs. Hill is getting a birthday cake for her son.
Mrs. Brown is buying some muffins for her family.
I am opening the oven door for my manager.
I am closing the refrigerator for Ann.
I am making cookies for my manger.
The customer is signing the check for the cashier.

Mini Skit (Mount scripts on separate cards.)

If teaching a class, give cards to two students, ask the other students to watch and listen.

1. (name 1) May I help you?
(name 2) . . . . .
(name 1) Anything else?
(name 2) . . . . .
(name 1) puts 6 bran muffins in a bag.
He/she gives the muffins to (name 2) .
(name 1) Thank you. Please pay at the checkout counter.

2. (name 1) . . . . .
(name 2) Yes, I'd like six bran muffins.
(name 1) . . . . .
(name 2) No, thank you.
* * * * *
(name 1) . . . . .

Discussion:
Teacher: Who did (name 1) get the muffins for?
Who did (name 1) give the muffins to?

STRUCTURE FOCUS: Questions with *Who* in Subject Position

Jill is the big sister. Who is the big sister?
Kim is the little sister. Who is the little sister?
Ann and Glenn are going home. Who is going home?

WP ADAPTATION

(name) is the manager.

Who is the manager?

(name) is the assistant manager.

Who is the assistant manager?

Betty and Ann are decorating the cakes.
Who is decorating the cakes?

Teacher should find the names of key personnel in store for this exercise.

Teacher: Many people work in your store. Who are they:
Store Manager. Who is the store manager?
Repeat, "Who is the store manager?"

Assistant Manager
Day Janitor
Bakery Manager
Repairperson

STRUCTURE FOCUS: Short Answers to *Who* Questions

Who speaks	English?	I do.
Who teaches	the class?	The teacher does.
Who wears	jeans?	Boys and girls do.
Who is	the little sister?	Kim is.
Who has	an English book?	I do.

WP ADAPTATION

Bakery Paradigm:

Who manages the bakery?	(name) does.
Who waits on the customers?	I do.
Who decorates cakes?	Ann and Betty do.
Who is the store manager?	(name) is.

Note: The teacher should find out the key tasks in the bakery and the personnel in the bakery and in other departments with whom the student may need to interact.

Drill (Teacher should create appropriate questions.)

Who cleans the pots and pans?
Who cleans the bakery floor?
Who takes the customers' money?
Who brings non-baking supplies to the bakery?
Who makes up the work schedule?

CONVERSATIONAL PRACTICE, A Pairs Activity

Directions: Each Pair is given a card on which is written a situation which may arise while working at the bakery.

* (Holiday) is on Friday.
  Your daughter's third grade class is having a party.
  You are ordering a cake for the party.

* A customer wants some change for a telephone call.

* A mother asks for a cookie for her little boy.

PRONUNCIATION

Bakery items/vocabulary contrasting /ē/ and /i/ ; /b/ and /v/.

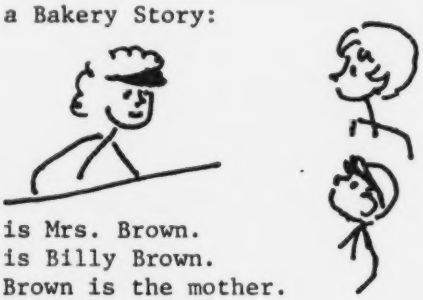
/ē/	/i/	/b/	/v/
eat	in	bake	vest
enter	cinnamon	been	visor
cheese	pumpernickel	butter	oven
oatmeal	dinner	bagel	over
wheat	sticks	hamburger	never
coffee	Wilma's	sub	serve
brownie			
pastry			
mini			

WP ADAPTATION

Reading

Teacher may either write a work-related story in advance to teach the desired vocabulary and sentence structures, or draw it out of the student with questions about his/her work experience or with a cartoon/picture.

Paradigm of a Bakery Story:



This is Mrs. Brown.
This is Billy Brown.
Mrs. Brown is the mother.
Billy is her son.

The Brown are in a bakery.
It is _(name of store)'s_ bakery.

(name) works in the bakery.
She is getting a chocolate chip cookie for Billy.
She is giving the chocolate chip cookie to Billy.

Billy says, "Thank you."
He thanks _(name)_ for the cookie.

Mrs. Brown says, "I'd like six bran muffins for dinner."

(name) get the muffins for Mrs. Brown.
She puts them in a bag.
She gives the bag to Mrs. Brown.
(name) says, " Thank you for shopping at _(name of store)_ .

Sample Workplace Curriculum - 3

FIRST AID

Correlated Conversation for use with
You Can Give First Aid,
New Readers Press

Used with workers in preparation for a standard first aid / CPR class.

Developed by
Roselynn Cacy and Polly Smith

Conversation lesson for Chapter One:

Dialog

A. Rich is hurt. Should we move him?
B. No. Leave him there. Is he breathing?
A. Yes, he is.
B. Good. Is he bleeding?
A. Yes.
B. Stop the bleeding.

Vocabulary

Is he breathing?
Is he bleeding?
Is he in shock?
Is he conscious?
Is he in danger?
Is he sick?
Is he injured?
Is he too hot?
Is he too cold?

Structure Focus

Call for help.
Check for poisoning.
Check for broken bones.
Check for other injuries.
Check for little cuts.
Check for burns.
Check for scrapes.

T. Is he breathing? S. Are you breathing?
T. Is he bleeding? S. Are you bleeding?
Continue with all the vocabulary

Look for a medical necklace
Look for a medical bracelet
Look for a medical wallet card

Stay Calm
Talk to the victim
keep on eye on his breathing
Keep the victim warm

Pronunciation

minimal pairs /l/, /r/

led	red
lead	read
lip	rip

minimal pairs /bl/, /br/

bleed	breed
breathe	bleed
breathing	bleeding

He is breathing.
He is bleeding

Teach story as in Skill Book 2

Conversation lesson for Chapter Four:

Dialog

Are you choking?
(silence)

Make a fist
Push the thumb side of the fist just above your belly button.
Use your other hand to grab your fist.
Pull up and in quickly.

Vocabulary

Choking can cause death.
Choking happens while a person is eating.
The victim will not be able to breathe.
The victim will not be able to speak.
The victim will not be able to cough.
The victim will probably hold her throat.
The victim will probably look afraid.
The victim will probably soon turn blue.
The victim will probably lose consciousness.

Structure Focus

Just Watch her.
Reach around the victim.
Pull your fist back and up quickly.
Repeat the thrusts.
Put one hand on top of the other.
Make a fist.

Pronunciation

th	thr
though	throw
thumb	throat
other	thrust
breath	
breathe	

Conversation lesson for Chapter Nine:

Props: sling, splint, balloon, newspapers, magazine, pillow, cardboard

Dialog

A. My arm hurts.
B. Where does it hurt?
A. Right here. *(Touch the spot)*
B. OW!!
A. It looks swollen.
B. It looks different. It's not like my other arm.
A. Don't move. I will call for help.

Vocabulary

The arm may swell.
The body part may swell.
The body part may be tender to the touch.
The body part may be out of its normal shape.
The body part hurts when moved.
The body part may not hurt when at rest.

Structure Focus

Where is the spoot of the break?
Where is the joint above the break?
Where is the joint below the break?

Use newspapers.
Use a magazine.
Roll up the newspaper.
Roll up the magazine.
Pad the splint.
Use a piece of cloth.
Use foam rubber.
Use a washcloth.
Use a towel.
Use a sling.
Bend the elbow.
Do not bend the elbow.

Pad between the legs.
Pad between the knees and ankles.

Sample Workplace Curriculum -4

SUSHI BAR UNIT

Used in Conjunction with Skill Book 2

Developed for workers at a Sushi Bar using the structural patterns of SB2 as a guide for the material

Developed by Jan Jones

WP - Sushi Bar Unit

* Conversation

* Interview Byeong Sun to find out:

Supplies		Tools/Machines
cucumber	avocado	knife
crab	tuna	cutting board
ginger	shrimp	rice cooker
soy sauce	packets of soy sauce	oven
ah-sah-bi	sushi trays	display case
seaweed	cups for ginger/ah-sah-bi	cooler
vinegar		
rice		

Tasks
- punch in/clock in
- take off/hang up coat
- put on apron/cap/uniform
- check the schedule (Which sushi are we short of?
  the sushi bar (Which sushi is old/hot fresh?
- cook the shrimp/rice
- cut up the cucumber/avocados/crab/tuna/sushi
- spread the rice on the seaweed
- roll up the sushi
- put the sushi/soy sauce/ah-sah-bi on the trays
- wrap up the sushi
- put _____ trays of sushi in the display case/cooler
- open the Sushi Bar on Sat. & Sun. 6am - 2pm
- prepare the trays/vegetables/ah-sah-bi

* SF Indirect Object with to/for SB2, TM 29 handout
* SF Questions with Who SB2, TM 32 handout
* SF Short Answers to Who questions SB2, TM 33 handout

* Conversation

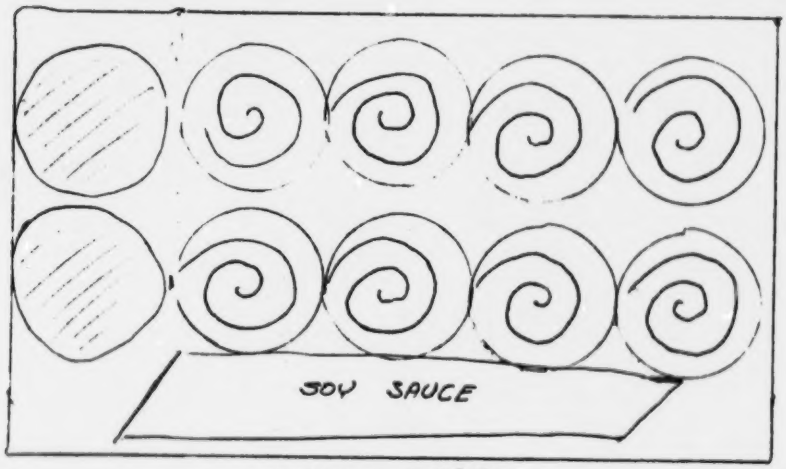
*SF WITH phrases to indicate companion TM 51
WITH phrases to indicate instrument TM 52
WP Adaptation - Handout

* SF Use of FOR to indicate purpose TM 53

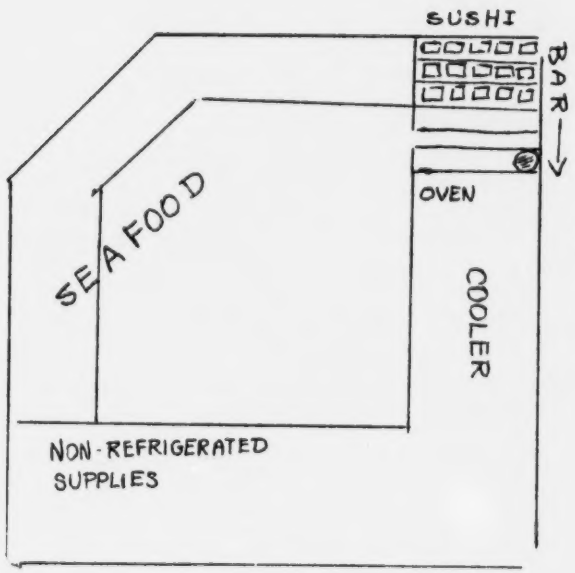
WP Adaptation - Handout

* Story 1
Handout - Yes/No Questions, Story 1
Information Questions, Story 1

* Show how to write in a journal.
What did you do this morning? (write a sentence)
What will you do this afternoon? (write a sentence)
What will you do this evening? (discuss)


SOY SAUCE

SUSHI TRAY


SUSHI
BAR
OVEN
SEAFOOD
COOLER
NON-REFRIGERATED
SUPPLIES

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 1

Indirect Object with to/ for:

A. Fill in the blanks with to or for.
B. Rewrite sentence changing subject to Christy.
C. Change subject to Christy and I.

1-A. I am selling some crab _____ the woman.

1-B. _____

1-C. _____

2-A. I am giving the knife _____ L.T.

2-B. _____

2-C. _____

3-A. I am fixing the vegetables _____ the sushi.

3-B. _____

3-C. _____

4-A. I am giving the package _____ the customer.

4-B. _____

4-C. _____

5-A. I am filling in _____ L.T.

5-B. _____

5-C. _____

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 1

Short Answers to Who Questions: Write short answers to each question, using the names of your co-workers.

Co-workers Names:	David	Mario
	Robert	Pedro
	L.T.	Ving
	Christy	I (Byeong Sun)

Who helps L.T.? _____

Who opens the Sushi Bar on Saturday and Sunday? _____

Who is the Seafood Manager? _____

Who needs to be trained? _____

Who is working with you today? _____

Who is buying supplies for the Sushi Bar? _____

33

SB 2, Lesson 1
WP - Sushi Bar Unit

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 2

WITH Phrases to Indicate Companion: Answer the questions. Use with.

Who do you work with?

_____

Who do you live with?

_____

Who do you study English with?

_____

Who do you go to church with?

_____

WITH Phrases to Indicate Instrument: Answer the questions. Use with.

What do you do with that knife?

_____

Use of FOR to indicate Purpose: Answer the questions. Use for.

Why are you going to the cooler?

_____

Why are you going to the Produce Department?

_____

Why are you going to the breakroom?

_____

SB 2, Lesson 2
WP - Sushi Bar Unit

1

Byeong Sun Kim works in the Sushi Bar at Carrs in the Sears Mall. She is going to work very early this morning. She will open the Sushi Bar today.

Her husband and children are still sleeping when she turns off the alarm, gets out of bed and gets ready for work.

She will wear her uniform to work except for her cap and apron. She keeps them in her locker at Carrs.

ByeongSun smiles as she drives to work. It is a beautiful morning. The white mountains are lovely against the deep blue sky. The sun has not come up yet, but the days are getting longer. The streets are almost deserted; she sees only five or six other cars as she drives to work this morning. Anchorage is very different from Seoul! The traffic is always heavy there.

She smiles, too, as she thinks about her children. They are good children and very good students. ByeongSun's job will help to pay for their college education. They want to go to good schools Outside. University tuition is very high. "Maybe they will get scholarships," she thinks.

She arrives at the Mall, parks and locks her car, looks at her watch and hurries into the store. It's 5:57---just three minutes to clock in, hang up her coat and get to work!

VOCABULARY FOR STORY 1

early	get ready
except for	keep
lovely	deep (blue)
deserted	heavy traffic
education	Outside
tuition	scholarship
arrive	hang up
days are getting longer	

Directions: Fill in the blanks with the vocabulary words from the list above. Each word is used once.

Everyone is here _____ Bobby. Where is he?

Please don't put your coat on that chair. _____ it _____.

I always _____ milk in the refrigerator.

The building was _____; everyone had gone home.

If we leave Anchorage at 7pm, we should _____ in Seattle at 10pm.

It was a beautiful wedding. Ann was a _____ bride.

_____ is free in the United States from Kindergarten through Grade 12.

Good students and good athletes can get _____ to pay their college _____.

Christmas Day was very short. The days _____ now.

May I help you _____ for the party? Yes, thanks! Can you set the table while I prepare the vegetables?

I injured my arm. The bruise is a _____ purple and it really hurts.

Alaskans like to go _____ during the winter. Many Alaskans go to Hawaii because it's warm.

Let's go down town at 2 o'clock; the _____ is very _____ at 5 o'clock.

YES/ NO QUESTIONS FOR STORY 1

Directions: Write a short yes/ no answer to each question. Give more information if appropriate.

Do you have a job?

_____

Do you work in Produce?

_____

Are your husband and children still sleeping when you go to work?

_____

Will your children go to college?

_____

Are they good students?

_____

Will you open the Sushi Bar today?

_____

Is Carrs a good place to work?

_____

Is Anchorage a beautiful city?

_____

Do you wear your uniform to work?

_____

Is there much traffic at 5:45 in the morning?

_____

INFORMATION QUESTIONS FOR STORY 1

Directions: Write a conversationally correct answer to each question.
Do not give more information than asked for.

Who works in the Sushi Bar at Carrs in the Sears Mall?

_____

Who is still sleeping when you get up?

_____

How do you get to work?

_____

Where do you work?

_____

Why do you smile to yourself as you drive to work?

_____

What time do you clock in?

_____

Why do you work?

_____

How do you feel this morning?

_____

What color are the mountains and the sky?

_____

WP - Sushi Bar Unit

Sample Workplace Curriculum - 5

BAKERY UNIT

Conversation skills designed for use wtih Skill Book 1 Lesson 10

Used with students who work in the bakery department of a grocery store

Developed by Jan Jones

TAKING CAKE ORDERS IN THE BAKERY

1. Write script for cake order. Record on cassette tape.
2. Listen to cassette tape. Fill out cake order form.
3. Questions and answers about the order.
4. At another point in the lesson, perhaps at the end or at the beginning of the next lesson, read the cake order script, the Teacher taking the customer's part.

DECORATOR'S ORDER FORM

CUSTOMER _____

ADDRESS _____ DATE _____

CITY _____ TELEPHONE _____

CAKE SIZE ○ 1/4 1/2 FULL

KIND OF CAKE _____

KIND OF FILLING _____

KIND OF ICING _____

LETTERING **(Must Print)** _____

IDEA, THEME, OCCASION & COLORS _____

AGE _____

MALE ☐

FEMALE ☐

PRICE _____

DEPOSIT _____

BAL. DUE _____

DUE! DATE _____

HOUR _____ ☐ AM ☐ PM

ORDER TAKEN BY _____

THE LUCKS COMPANY · SEATTLE, WASHINGTON

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TAKING A CAKE ORDER
IN THE BAKERY
1

_____ Carrs Bakery. May I help you?

Customer: Yes, I'd like to order a birthday cake.

_____ All right. What's your name?

Customer: Mary Holmes.

_____ How do you spell it?

Customer: M-A-R-Y H-O-L-M-E-S.

_____ M-A-R-Y H-O-L-M-E-S?

Customer: Yes.

_____ What's your address?

Customer: 2759 Loussac Drive.

_____ 2-7-5-9. How do you spell the street name?

Customer: L-O-U-S-S-A-C.

_____ 2759 Loussac. And your zip?

Customer: 99507.

_____ Your telephone number?

Customer: 279-3415.

_____ 279-3415.

Customer: That's right.

_____ What size cake do you want?

Customer: What sizes do you have?

_____ Round, a quarter, a half, and full.

Customer: How big is a full cake?

_____ It's by inches.

Customer: Oh! That's too big! I'll take a half cake.

_____ All right. Do you want white or chocolate?

Customer: Chocolate.

_____ What kind of icing do you want?

Customer: White.

_____ Do you want writing on the cake?

Customer: Yes. Write "Happy Birthday, Timmy".

_____ How do you spell "Timmy"?

Customer: T-I-M-M-Y.

_____ T-I-M-M-Y. Happy Birthday, Timmy?

Customer: Yes.

_____ What else do you want on the cake?

Customer: Can you make a hot-air balloon?

_____ I think so. I'll write it down. If not, do you have another idea?

Customer: Rockets!

_____ Please spell it.

Customer: R-O-C-K-E-T-S.

_____ Good. How old is Timmy?

Customer: 10.

_____ When do you want the cake?

Customer: Saturday morning.

_____ Will 10 o'clock be OK?

Customer: Yes.

_____ That will be $ 18.50 . Let me read the order to you.
Tell me if there are any mistakes.

Customer: OK.

_____ (Reads cake order. For date, tell day of week and date.)

Customer: That's fine. I'll pick it up Saturday morning. Thanks.

_____ Thank you.

CAKE ORDER #2

_____ Carrs Bakery. May I help you?

Customer: I'd like to order a cake for a Halloween party at school.

_____ All right. What's your name?

Customer: Betty Black.

_____ How do you spell it?

Customer: B-E-T-T-Y B-L-A-C-K.

_____ What's your telephone number?

Customer: 334-1257.

_____ What size cake do you want?

Customer: I'd like a half cake.

_____ What kind of cake do you want?

Customer: White.

_____ Icing?

Customer: White.

_____ Do you want any hing written on the cake?

Customer: No. No writing.

_____ What kind of decoration do you want on the cake?

Customer: I want a Halloween theme. I want a Halloween cake.

_____ What colors would you like?

Customer: Black and orange.

_____ How old are the children in this class?

Customer: 6 and 7 years old.

_____ And the cake will be $18.50. When would you like to pick it up?

Customer: Thursday at noon.

_____ All right. That would be Thursday, October 31 at 12 o'clock noon.

Let me read the order to you again.

Cake order #2, continued

Your name is Betty Black, telephone number 334-1257.

You want a half cake, white, with white icing.

You want a Halloween theme with black and orange colors.

The children are 6 and 7 years old.

You will pick it up on Thursday, October 31 at 12 o'clock noon.

Is that right?

Customer: Yes, it is.

_____ Good. That will be $18.50.

Customer: OK. I'll come and get it on Thursday at noon. Thanks.

_____ Thank you.

Listen to tape of "Cake Order #2". Fill in the blanks with words from Word List.

_____ wants a cake.

It is for a school _____.

Her telephone number is _____.

She wants a _____ cake.

She wants a _____cake with _____ icing.

She _____ want any lettering.

_____ is the theme.

The colors are _____ and _____.

The children are _____ and _____ years old.

The cake is $_____.

She wants to get the cake at _____ on _____ (day of week), _____.

Word List

334-1257	½
doesn't	party
noon	6 and 7
Halloween	Betty Black
Thursday	white
18.50	cake
white	black
October 31	orange

Questions for "Cake Order #2

Is the cake for a party?

Is it for a birthday party?

Is Betty Black's phone number 277-1257?

Does Betty Black want a Halloween cake?

Does she want a chocolate cake?

Does she want the cake in the afternoon?

Do you tell Betty the cake is $18.50?

Where is the party?

What is the theme?

What kind of cake does Betty want?

How much is the cake?

Cake Order #3

Write a cake order.

Mary Smith is having a party.

It is for her friend, Ann.

Ann will marry Bill Black.

Mary's party is a wedding shower.

Mary's telephone number is 277-2915.

She wants a carrot cake with white icing.

Write "Best Wishes" on the cake.

Make pink roses for the cake.

Mary wants a ½ cake.

It is $18.50.

She wants the cake on November 16.

She will pick it up at 10 o'clock in the morning.

CAKE ORDER #4

_____ Carrs Bakery. May I help you?

Customer: Yes. I'd like to order a Christmas cake.

_____ All right. What's your name?

Customer: Ann Brown.

_____ Brown?

Customer: Yes. B-R-O-W-N.

_____ Thank you. That's Ann Brown.

Customer: Yes.

_____ What's your telephone number?

Customer: 279-6446.

_____ What size cake do you want?

Customer: I want a round cake--a round, white cake.

_____ All right. Round. White.

Customer: And I want lemon filling.

_____ All right. Lemon. What kind of icing do you want?

Customer: White.

_____ Any lettering?

Customer: Yes. Write "Merry Christmas".

_____ Merry Christmas. What colors do you want?

Customer: Red and green. I'd like red poinsettias on the cake.

_____ Can you spell poinsettias?

Customer: I think it's P-O-I-N-S-E-T-T-I-A-S.

_____ P-O-I-N-S-E-T-T-I-A-S. Is this for a childrne's party?

Customer: Oh, my no! It's for my bridge club!

_____ All right. When do you want to pick up the cake?

Customer: Tuesday morning.

_____ Tuesday, December 10. Is 10 o'clock all right?

Customer: No, I'd better get it by 9. Is that OK?

_____: Of course. Let me read the order to you.

(Reads Order) Is everything OK?

Customer: Yes.

_____ Good. That will be $22.50.

Customer: All right. I'll pick it up on Tuesday morning.

_____ Yes. It will be ready at 9 o'clock, Tuesday, December 10.

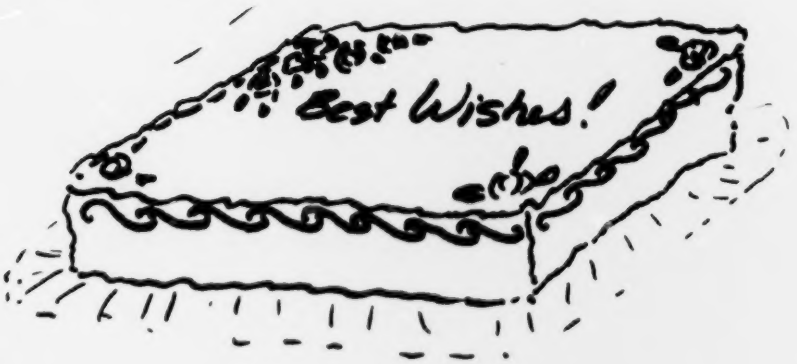
Customer: Thank you very much.

_____ Thank you.

WP - Bakery Unit

CAKES FROM THE BAKERY

Directions: Color according to Cake Orders 1-4. Cut out and mount on cards.



PRONUNCIATION

/ ā /	/ a /
wheat	apple
raisin	happy
grain	bran
angel	hamburger
cake	

SPELLING

Sunday	Sun.	Sun
Monday	Mon.	M
Tuesday	Tue.	T
Wednesday	Wed.	W
Thursday	Thur.	Th
Friday	Fri.	F
Saturday	Sat.	Sat

PRONUNCIATION IN THE BAKERY

/ wh /	/ ou /	/ ul /
white	sour	bagel
wheat	round	pumpernickel
	brownies	angel

/ ch /	/ br /	/ cr /
French	bread	cracked
cheese	brownies	crusty
	brioche	
	bran	

/ gr /	/ fr /	/ st /
grain	French	stick
	free	

/ ēe /	/ ēa /	/ āi /	/ ōa /	/ īe /
cheese	wheat	grain	hoagies	pie
coffee		raisin	loaf	
free			oat	

Silent e at end	/ ou /	/ ō /
date	now	snow
white	how	show
rye	Wow	low
hole	cow	grow
cake	plow	mow
pie	allow	bow
scone		tow
size		row
theme		
telephone		

CONTRASTS

/ s /	/ k /	/ g /	/ j /
cinnamon	coffee	garlic	angel

/ p /	/ b /	/ v /	/ f /
pumpernickel	butter	Vienna	Fat Free
pudding	bagel		

ABBREVIATIONS

Directions: Draw a line from the abbreviation in the first column to the correct word in the second column.

LG	small
SM	cinnamon
pkg.	large
ct.	count
CINN	package

SHORT VOWEL SOUNDS

/ a /	/ e /	/ i /	/ o /	/ u /
bran	egg	dinner	hot	sub
hamburger	French	stick	dog	crusty
hot	English	Wilma's		pumpernickel
dog		mini		muffin
baguette				donut
packet				butter
fat				

HOMONYMS

hole (donut hole)
whole (whole cake)

NO SOUND

whole	(h ō l)
baguette	(b a g e t)
sourdough	(s ou r d ō)

/ CK /

crack / cracked
pumpernickel
stick / cheese stick
packet / pack

Sample Workplace Curriculum - 7

Excerpts from a

JANITORIAL UNIT

Writing lesson and "Talk/Listen"
designed for use with
Skill Book 2 Lesson 9

Used with students who work as
janitors in a grocery store

Developed by Jan Jones

STRUCTURE FOCUS: VERY, TOO, & ENOUGH
A Workplace Adaptation

Directions: Fill in the blanks with very, too, or enough.

1. Luz: The floor is _____ dirty.

   You don't have _____ Pine Sol in the water.

   Boy: Oh, Luz! You're _____ particular!

2. Luz: I need some more toilet paper.

   We don't have _____ toilet paper.

   Mgr: Really! I think you use _____ much paper.

   I put a lot of toilet paper in the closet yesterday.

   This is _____ bad!

   Luz: Yes, it's bad, but I still need toilet paper.

   We don't have _____ for the upstairs bathroom.

   Mgr: (Sigh) OK, Luz. I'll get you some more.

3. Mgr: Luz, the walks are _____ icy.

   Would you please put some de-icer on them?

   Luz: I put some on the walks 30 minutes ago.

   Mgr: Well, you didn't put _____ de-icer on.

   Please do it right away.

   Luz: OK, but _____ much de-icer makes a mess on the floors!

   Mgr: (Sighs) I know, but it would be _____ bad if a

   customer fell and got hurt.

WP - Area Janitor
Skill Book 2, Lesson 9

TALK/ LISTEN

Directions: Mount each person's part on a separate card. After exchange, ask questions to provide practice with whatever grammatical structures the student(s) need practice, as well as to get student(s) to listen to English as spoken by others.

A: I need a break! 1-A

May I take a break now?

Mgr: . . . . . .

A: No. I have worked all day.

Mgr: . . . . . .

A: Thanks.

A: 1-B

Mgr: Haven't you had a break yet?

A: . . . . . .

Mgr: Go on. Take your break.

I'll bag groceries.

A: . . . . . .

CAN in the Workplace

1. Can you hear the intercom when you're cleaning the restrooms?

_____

2. Can you clean the bathrooms in 40 minutes?

_____

3. Can you carry out groceries for this customer before you clean the Breakroom?

_____

4. Can you do a wet cleanup with a broom?

_____

5. Can you tell me where the restrooms are?

_____

6. Can you put de-icer on the walks when they need it?

_____

7. Can you speak English?

_____

8. Can you clean the mirrors with Pine Sol?

_____

9. Can you get off work early tomorrow?

_____

10. How can you fix a toilet that's plugged?

_____

WP - Use with SB2, Lesson 8

Sample Workplace Curriculum - 8

Skill Book 3 Lesson 4

LESSON PLANS FOR HOTEL WORKERS

Classes were one hour in length

This sample illustrates how workplace issues were incorporated into a lesson using both the conversation manual and reading/writing manual. Holiday information was also added to prepare students for the event. A story of local interest is included to illustrate the need for conversation competency between guests and workers.

Developed by
Polly Smith and Richard King

10/24/91
3:00 - LWE, Lesson 4

Dialog, pg 31, expand with additional tools and repairs, i.e. hammer, scissors, pliers, nails, screwdriver-flathead and philips head

Give a tool to a pair - develop a dialog using tool and a probable repair for that tool.

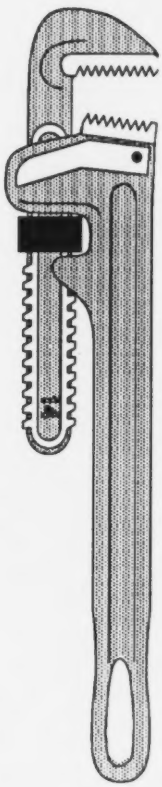
Note: Students found high interest in the tools and language used with each

---

10/29/91
3:00 - Add additional tools: saw, drill, wire cutter, screws, extension cord

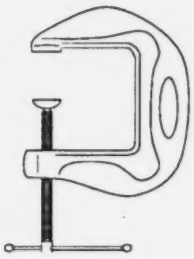
Discuss the use of tool, write verbs to describe use

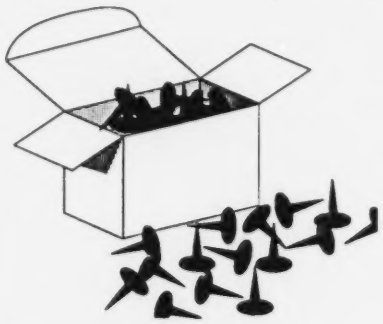
Pair work - develop a dialog with given tool. Read dialog to group and _leave out_ the name of the tool used for the repair work. Class has to identify tool.



Extension of Skill Book 3, Lesson 4 (10/28/91)

Tools (vocabulary - examples)
Wrench - open end
box end
combination (one of each above)
Rachet - (drive size) 1/4", 3/8", 1/2"-3/4"«Socket - English and metric sizes
English sizes 1", 1/2", 1/4", 1/8", 1/16", 1/32", 1/64"
(no 1/3, 1/6 etc sizes)
Metric - mm
Hammer - claw/ball pein/sledge
Nails - common/finish/special size by "penney" - no relation to length.
Screwdriver flat tip (slotted)
Screws - by Allen + # size/length/ Torx - star shaped, purpose
Cap screws - allen head screw/bolt.
Allen wrench - size, English/metric
Bolt, nut, washer«Size - English, metric - by diameter threads per inch
Washers - flat, lock (special)«Bolts - plain/self-locking
Electrical cords - extension cords
plug - male/female
prongs - 2-prong/3-prong
Pliers >always w/s for the two scissor jaws/blades (like pants).
Slip jaw - (water pump), plain
Wire Cutter
*Vice grips (locking pliers)
*Crescent wrench (adjustable wrench)
*manufacturer's name - common use.
Light bulbs - measured by watts - not working "burned out"
Paint
Paint brush
Paint roller
(drop cloth)
Vocabulary - action words
Electrical Cord - plug in/unplug (pull the plug)
Light switch: turn-on switch-on
turn-off switch-off (put out)
plugs - 2-prong, 3-prong
Mechanical (demonstration)
fix-repair
hammer - hit with hammer
*pound nails - drive nails - pull nails
screws - drive in - screw in - screw out
tight loose - screw/bolt
tighten - loosen screw/bolt
screw on bolt/nut
unloosen





10/31/91
3:00 - LWE, Lesson 4

Group discussion of Halloween include:
- costume
- trick or treat
- custom
- tradition

LWE, pg 32, vocabulary - use Halloween costumes to expand the use of vocabulary

SF - use of shall, pg 33 - see attached page

SF - when clauses, expand to:

When a repair order comes, I will do the work.
" " trick or treater knocks, I will .....
" " guest asks a question, ...
" " light bulb is out, ...
" " chair is broken, ...
" " supervisor asks for help, ...
" " stoplight turns yellow,

Extension Skill Book 3, Lesson 4 10/30/91

Explain Halloween - Holy Eve of old All Saints Day - Big American Holiday
Spooks and goblins/trick or treat
Devil's night (Detroit)

Face Parts

cut out - assemble - discuss
lip - upper - bottom
eye - eye lid/eye lash
cheeks - chin (cleft in chin)
ears - ear lobe/ear ring«brow - eye brow
forehead
mouth - teeth/tongue
wink - one/blink - both/dimple
blind - can't see
deaf - can't hear

dumb - can't speak

Polite - nice/pleasant/subordinate to boss

Please/thank you/you are welcome
Shall I/may I

11/5/91
3:00 - LWE, Lesson 4

SF, pg 35, verb & infinitive

SF, pg 36, verb, object - infinitive
free reply - encourage personal or work related replies

Listening Comprehension - pg 37

1) Read twice - students retell the story collectively, teacher writes retell on board.
2) One student reads story and one student "checks" the retell. Entire class confirms, changes, corrects, retell for the checker.

Oral Evaluation, pg 37

Reading, LWR, pg 37, TM
Chart & Story

11/7/91
3:00 - LWR, Lesson 4

Review story on page 20 in LWR

Reading Between the Lines. Ask questions of entire group - pair discuss first, then tell answer to entire group for discussion.

Story Check-up - pg 22
Reading for Living - pg 23
Skills Practice 3 - add landlord
Writing Lesson - dictation of words, sentences and study
Practice - pg 24 & 25 in SB 3

Stories of local interest serve many purposes.

- *They raise a worker's competency in conversation with customers and guests.*
- *They give a break from normal lesson material.*
- *They give added material for conversation, and supplemental reading and writing.*

The Iditarod Sled Dog Race

In 1925 there were many sick people in Nome. Medicine was needed. Nome is far away. Medicine had to get there fast. No way by air -- no way by train. The medicine had to go by dog sled.

One man and his dogs started. When he was tired another man carried the medicine. Then another man and his dogs met him. The medicine got to Nome. The medicine helped the people. The path the men ran is called the Iditarod.

Today many men and women run dogs at one time. The Iditarod to Nome is over 1,000 miles. It takes 12 to 16 days. Many people go to Nome to meet the dog sleds. Today the Iditarod is not a race with sickness. It is a race for fun.

A guest from Japan sees you in the hallway.

Guest: What is the Iditarod?

You: It's a sled dog race from Anchorage to Nome.

Guest: That's a long way. How many miles is it?

You: It's over 1000 miles long.

Guest: How long does it take?

You: The fastest time was this year. It took 10 days, 19 hours and 17 minutes.

Guest: Who won it?

You: Martin Buser.

Check-up

1.	The Iditarod is a dog sled race.	YES	NO
2.	Susan Butcher won the race this year.	YES	NO
3.	This year the race was the fastest ever.	YES	NO

Write the contractions here:

Workplace Lesson Plan - *Worksheet*

Place of Employment:: _____

Scenario: *(briefly describe the situation the lesson will address)*: _____

_____

Brainstorm Vocabulary:
(write anything that comes to mind about topic. Circle 6 - 8 to teach for the lesson.)

Dialog:
(Keep it short, 2 or 3 exchanges. Establish relationship, ie. Customer/clerk, guest/housekeeper, supervisor/employee.)

A. _____ _____

B. _____ _____

A. _____ _____

B. _____ _____

A. _____ _____

B. _____ _____

Structure Focus:
(Decide what to teach, based on : 1. Oral instructions an employee must understand, 2. related written material, and/or 3. Corresponding skill book lesson. Adapt skill book structure focus by using the same grammar with work-related vocabulary.)

_____

_____

_____

_____

Pronunciation:
(Sounds, minimal pairs, similiar sounding job related words, phrases that a student needs to say understandably on the job.)

_____

_____

_____

Funding
and
Volunteers

Energy Sources: *Money & People*

Why do You Need Funding?

Administration

Materials

Teachers

Funding Sources

United Way - *If no contacts with your local United Way write* :

United Way of America

701 North Fairfax Street, Alexandria, VA 22314

Government Grants

Municipal/City/County

State

Federal Register- *Examples:* Marian Banfield, National Workplace Literacy Program

Switzer Building, Room 4512, U.S. Department of Education

Washington D.C. 20202-7327

National Institute for Literacy

800 Connecticut Avenue, NW Suite200

Washington D.C. 20202-7560

Foundations - *Example:* Barbara Bush Foundation for Family Literacy

1002 Wisconsin Avenue North West, Washington D.C. 20007

Board of Directors

Fundraising

Civic Organizations

Corporations

Dollars

In-Kind Donations

Grants

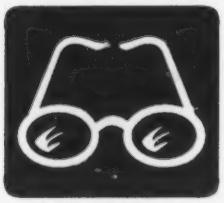
Unions

Individuals

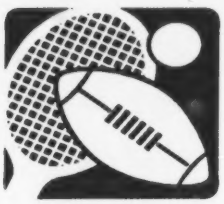
Volunteers

Address the Needs of Your Energy Source

Thoughts to Ponder



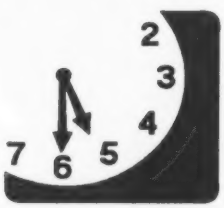
Vision



Diversity

Visibility

Enthusiasm



Timing

Each one do what he or she is good at and likes to do

EACH ONE TEACH ONE

Anchorage Literacy Project Newsletter

OCTOBER 1990 1345 RUDAKOF CIRCLE, ANCHORAGE, AK 99508 337-1981

Inservice for ESOL Tutors November 8 -Adapting a Lesson to Your Student's Needs!

By Jan Jones

Mark November 8 on your calendars, ESOL Tutors! Janice Gullickson, an exciting ESL Trainer with statewide experience, will be leading inservice training on "Adapting a Laubach Lesson to Your Student's Vocabulary and Situational Needs." Ms. Gullickson has taught Spanish in the public schools and at the university level, as well as methodology courses for teachers of second languages. Don't miss this training event at the Central Lutheran Church at 1420 Cordova St. from 6-9pm on November 8.

BP and ALP Tee Off to Checkmate Illiteracy. Left to Right Jim Palmer, Rick Brown, Marilyn Gregory and Bob Cadieux.

LEARNING TO LEARN

Marcia Heiman, Behavorial Physchologist, from Cambridge, Massachusetts, will give a 3-day Learning to Learn workshop October 15, 16, 17, 1990, at the Sheraton Anchorage Hotel, 9-5 Monday and Tuesday, 9-12 on Wednesday. ALP tutors may attend this seminar free of charge. Please call ALP to register so you'll be sure to have a packet.

What is Learning to Learn? Learning to Learn (LTL) is a system of reasoning strategies for teaching adults. When applied, LTL significantly increases the adult student's grade point average, impacts student retention by reducing student attrition 20-50%. LTL has been researched and developed over 20 years and has been endorsed by the U.S. Department of Education.

The LTL workshop will be presented in conjunction with the Adult Basic Education Regional Director's Meeting for staff development.

Be sure to call right away to reserve your place in the workshop!

BP Exploration held a golf tournament with all the proceeds going toward the fight against illiteracy.

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Anchorage Literacy Project Newsletter

OCTOBER 1991 1345 RUDAKOF CIRCLE, ANCHORAGE,ALASKA 99508 337-1981

BP EXPLORATION

THANK YOU!
BP EXPLORATION & BP EMPLOYEES

At the barbecue following the BP Employees' Golf Tournament benefitting ALP, BP Exploration CEO, Julian Darley, presented Douglas Everhart, ALP Board member and golf p' yer extraordinaire, a check in the amount of $25,000! The funds will be applied toward sponsorship of tutor training workshops and literacy services for the homeless, as well as other needs the ALP Board deems appropriate.

New ALP Hours

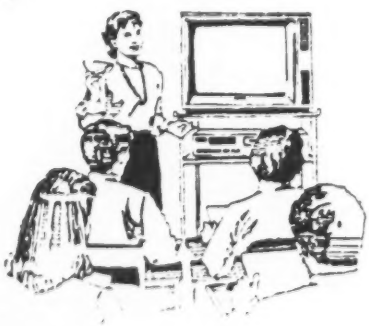
Monday, Wednesday, Thursday, & Friday: 9 am - 5 pm

Tuesday: 9 am - 6 pm

Thank You For Helping In The Fight Against Illiteracy!

THANK YOU
ARCO ALASKA, INC AND THE ARCO FOUNDATION!

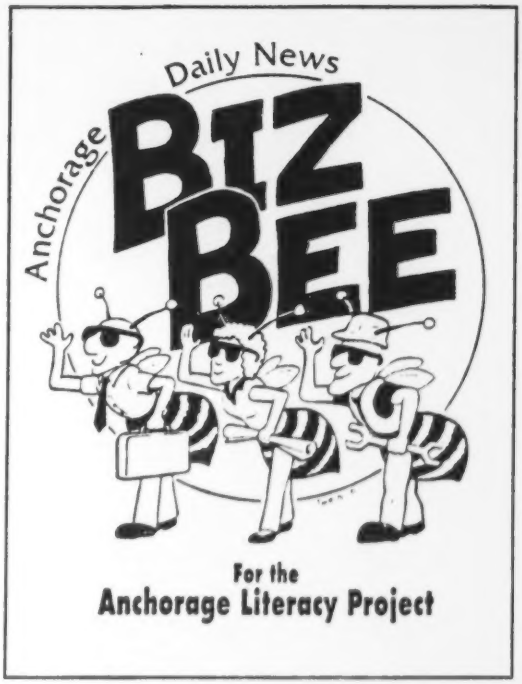
ARCO has granted Anchorage Literacy Project $11,600, the full amount of their 1991 request! The ARCO funds will help sponsor ALP's winter tutor training workshops and 16 new students in ALP's literacy computer lab, PALS, as well as provide funds for the purchase of a larger TV monitor and VHS VCR to be used in tutor training sessions and student instruction.



A year-later, another golf tournament and grants, fund training, equipment needs, literacy services for the homeless as well as other needs approved by the ALP Board.

Anchorage Literacy Project Newsletter

AUGUST 1991 1345 RUDAKOF CIRCLE, ANCHORAGE,ALASKA 99508 337-1981



CORPORATE SPELLING BEE TO BENEFIT ALP

The BizBee, sponsored by the Anchorage Daily News, will be an exciting, entertaining evening! Don't miss it!

THURSDAY, SEPTEMBER 12
6:30 PM to 9:00 PM

SHERATON ANCHORAGE
HOTEL BALLROOM

Audience Admission: $5.00

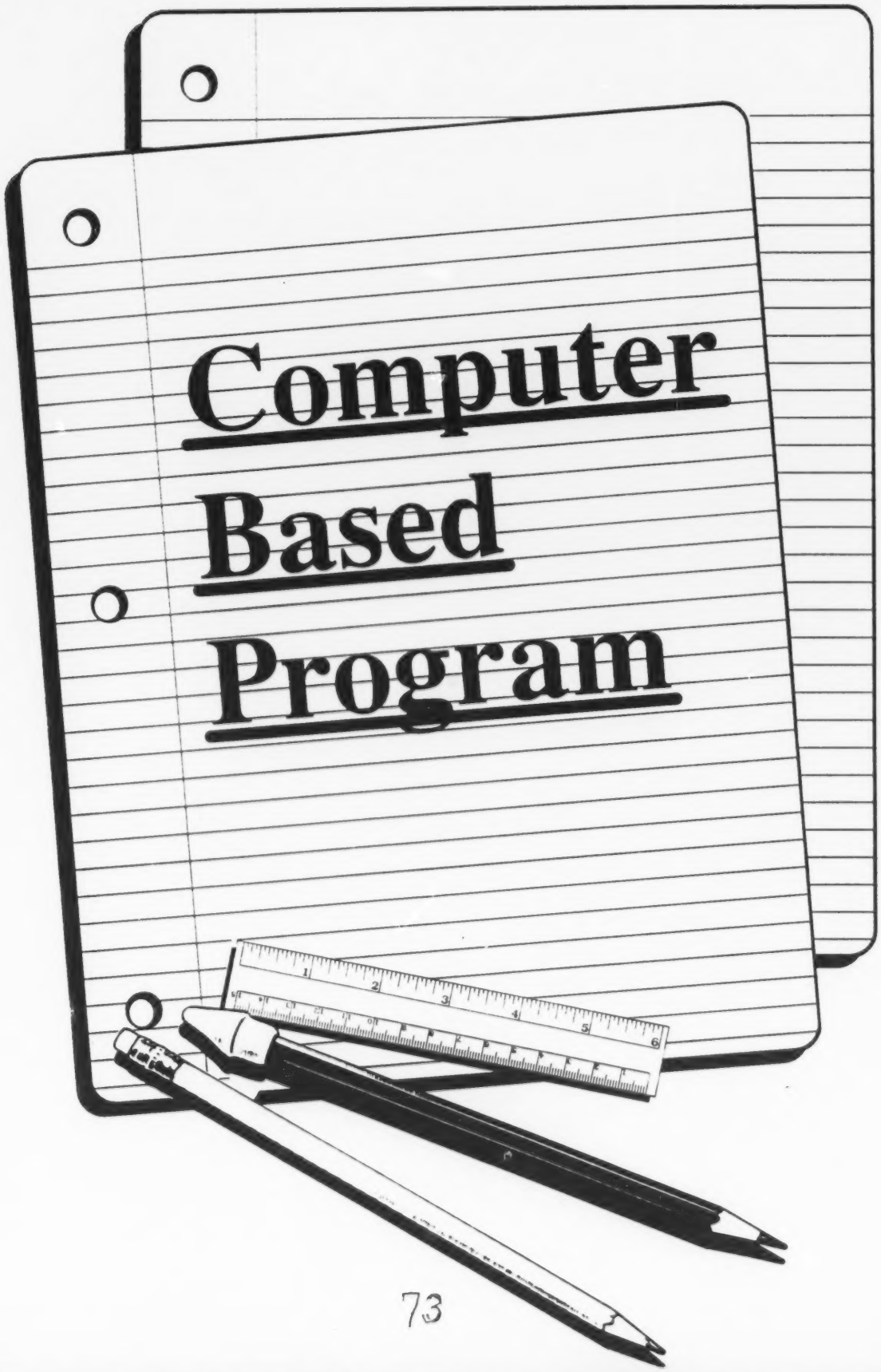
Companies of all types, from small retailers to international corporations will gather with their teams of three for an old-fashioned spelling bee. Team members will be allowed to collaborate so no one risks embarrassment. They'll have 20 seconds to begin spelling the word OR they may pass a word to another team up to three times during the evening; HOWEVER, if they pass, it will cost them money!

The official Spelling Bee word list will be used. Teams are already memorizing words! There will be judges, a pronouncer, the works! During the evening, 10 spelling words will be given at random to the audience to write down. The lists will be collected, graded and prizes awarded!

We need 10-15 ALP volunteers to help out during the evening — you won't have to spell! Call Jackie or Anne at 337-1981 if you can help.

Please make plans now to attend the BizBee! It will be fun! Let's show our appreciation to the Daily News and the local business community for their terrific support!

Sponsored by the Board , this fundraiser, an old-fashioned spelling bee for companies, generated public awareness of illiteracy and lots of fun between businesses as well as project funds .


Computer
Based
Program

PALS - *The Principle of the Alphabet Literacy System*

"I am a student. I really enjoy this class because I'm getting to learn so many things--especially computers. There are so many things to do because you can use the computer anywhere you go now. It teaches me so many things that I didn't know before, so I am very glad to be in the program."

"There is no other program that has worked for me like this program. It's great! I'm reading out loud lately. The words are coming out of my mouth. They are not wrong. It's one of the best gifts anyone could ever give me - to learn how to read."

"Since I learned to read, everything seems brighter, like the sun coming out on a cloudy day."

QUOTES BY PALS' STUDENTS

What is PALS?

PALS is an advanced computer-based system that addresses the problem of adult and adolescent illiteracy. The Principle of the Alphabet Literacy System (PALS) is a phonetic-based system that uses animated video and computer-stored voice to enable low level readers to associate sounds with letters, letters with words, and use words to create sentences.

This multi-sensory system is designed to be used in a laboratory environment. By simply touching the video screen, students can control the flow of information, repeat instructions and learn at their own pace. In addition, they learn touch typing and the skills that are necessary to interact with computer-assisted literacy instruction. It accommodates students for daily one-hour sessions over a prescribed 100 hours of instruction.

The PALS Lab opened at Anchorage Literacy Project in May 1990 and serves up to 16 students at one time.

The lab consists of IBM computers, both with and without a hard drive, laser disk systems and software. The software will run on IBM compatible machines as well. Software comes in three sizes: Quarter lab (4 persons), Half Lab (8 persons), and Full Lab (16 persons.)

How is PALS used with Workplace Literacy?

PALS is an option for students who have completed Skill Book 3 or who test in at a Skill Book 4 level. Employees also take the PALS lab when their jobs require them to use a computer.

Modifications are made for workplace students such as having them type workplace related materials and preparing job bids for advancement at their company instead of resumes.

How Did ALP Aquire the PALS Lab?

IBM awarded funding to eleven non-profits worldwide where IBM employees were volunteering. The past president of our Board of Directors and another Director work for IBM. They submitted a proposal from the Anchorage IBM office. The Anchorage Literacy Project was one of eight in the United States to receive a computer lab.

Anything you can say, you can write.

Nothing worth writing can be written in one try.

John Henry Martin
Author of PALS Program

This person is a mother. She raised four children. She's a grandmother. She always used to think she was too stupid to learn to read. She is beginning to find out that she isn't so stupid. She is beginning to find out that she is a whole new person. She is finding what life is all about. Back then when she got married, she went from her mother's apron strings to her husband. He kind of took over. He did everything until five years ago. Now in 1990 it is like I'm living for the first time. I can read.

This sample is a story written by PALS Lab student, Rosemary Peace utilizing her newly aquired computer, reading, and writing skills.

Responses to a TV interview by a workplace employee

I started school in the second grade.

I started behind and then I stayed behind; I never received the proper help I needed to catch up. Being behind after you get to the 3rd or 4th grade, you kind of give up, and you don't have any more enthusiasm.

Sometimes I would be in a crowd of people, and they were going to play a word game. I would shy away - people would always wonder why. I never tried to hide the problem. I just never wanted to discuss it with anyone.

Being illiterate, you feel left out of the world. You feel like you have a handicap. It's not a noticeable handicap, yet it's a handicap that holds you back and keeps you from making it in your life.

If it's something that you want and you're too embarrassed to go and get it, then you don't deserve it. But if you really want it, embarrassment comes and goes - whenever you achieve what your goal is.

Sites
Incentives
and
Evaluations

A B C's for Site Selection

A._____

Ask these questions.

1. Is the managements supportive, receptive, innovative?
2. Do the students/employees have a desire to learn or are they comfortable in the "little Cuba" they've developed in the workplace?
3. Can work schedules be modified to make attendance convenient?
4. Can the method of instruction be modified to meet the needs of the student and the employer?
5. Can the goals of the program be met.?

B._____

C._____

Incentives

Flex-schedules

Class during paid time

Child care arrangements

Transportation assistance

Bonuses at completion of phases

Attendance pay

Memos, widely distributed

Newspaper articles

"Publish" written works

The ideas for incentives are only limited by the imagination.

Sheraton Students Celebrate Achievements!

Students enrolled in the Anchorage Workplace Literacy classes at the Sheraton Hotel had a grand celebration September 24, 1991.

Invitations were issued to family, friends and hotel staff to join their celebration of achievement. Many people came to show their support. Mr. Forrest Paulson, General Manager of the Sheraton Hotel, thanked the students for their efforts in pursuing their studies.

Lisa Behrends, Linen Room, and Nancy Chamberlain, Executive Housekeeper, were instrumental in obtaining Ballroom A at the Sheraton and arranging the refreshments.

Jim Egan, a board member for the Anchorage Literacy Project, spoke to the group. He complimented the Sheraton for their contribution towards literacy in Anchorage. He told the students their studies benefit not just themselves, but their families, the community and the country.

Instructors Liz Leng (left) and Polly Smith (right), and Forrest Paulson, Sheraton general manager congratulate Su Ran Pak.

Roselynn Cacy, Director of the Anchorage Workplace Literacy Project, and Jim Egan awarded diplomas to the students who completed ESL Skill Books and certificates of merit for class attendance.

Students receiving diplomas were: Primativo Cato, Jung Soon Chon, Young A. Choi, Jung Ja Hong, BoSun Yi, Alvaro Avosta, Thomas Mosquete, Raul Henriques, Luis Sosa, Kum Sun Sa, Vitalina Guzman, Elda Lorenzo and Su Ran Pak.

Awards for outstanding class attendance were given to Jung Soon Chon, Young A. Choi, BoSun Yi, Alvaro Avosta, Thomas Mosquete, Raul Henriques, Luis Sosa, Su Ran Pak, and Miquel Guzman.

Awards for attending fifteen or more hours of classes were given to Juan Wong, Kum Sun Sa, Vitalina Guzman, Elda Lorenzo, Stuart Mejia, Judith Alarcon, Wan Soon Song, Jung Ja Hong, Primativo Cato, Gullarmina "Lin" Sosa, Maria Ledesma and Maria Vidal.

Recognition was given to Sandy Smith who completed GED requirements by awarding her an Anchorage Literacy Project tee-shirt.

Instructors for the program, Elizabeth Leng and Polly Smith, were proud to see the acclamation for the students shown by the hotel staff, the Anchorage Workplace Literacy Project, friends and family.

Liz Leng, Sandra Smith and Forrest Paulson enjoy the literacy achievement celebration.

Luis Sosa receives a warm handshake of congratulations for his studies in English.

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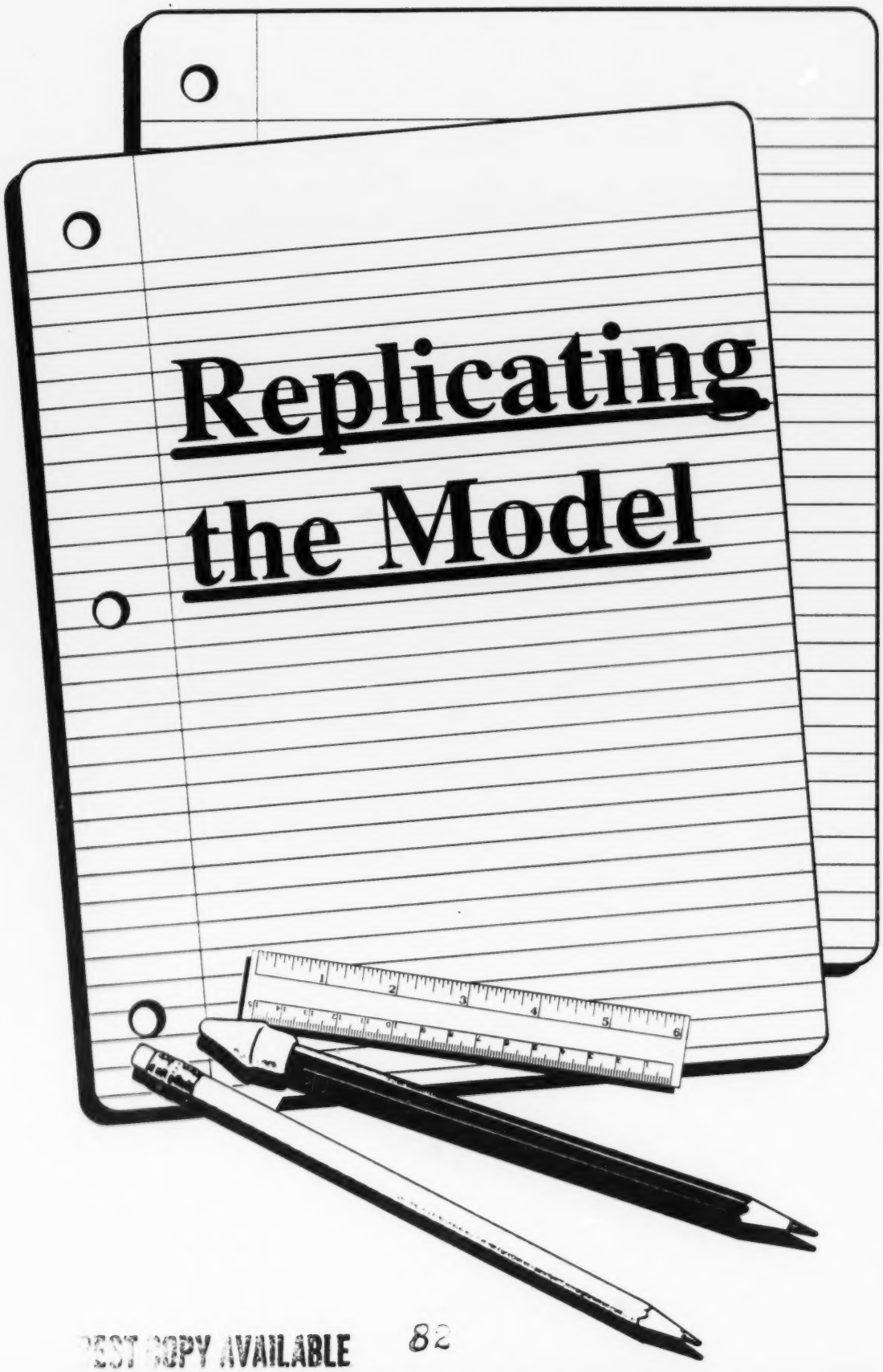

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Replicating the Model

Brochure

Trilingual with room for an additional language as needed. Can be easily duplicated on office copier. Used within a company to reach potential students

Poster

Matches brochure, used within a workplace.

5-Step Model for a Workplace Program

Sample letter to be sent to a corporate executives inquiring about estabilishing a literacy program in their company.

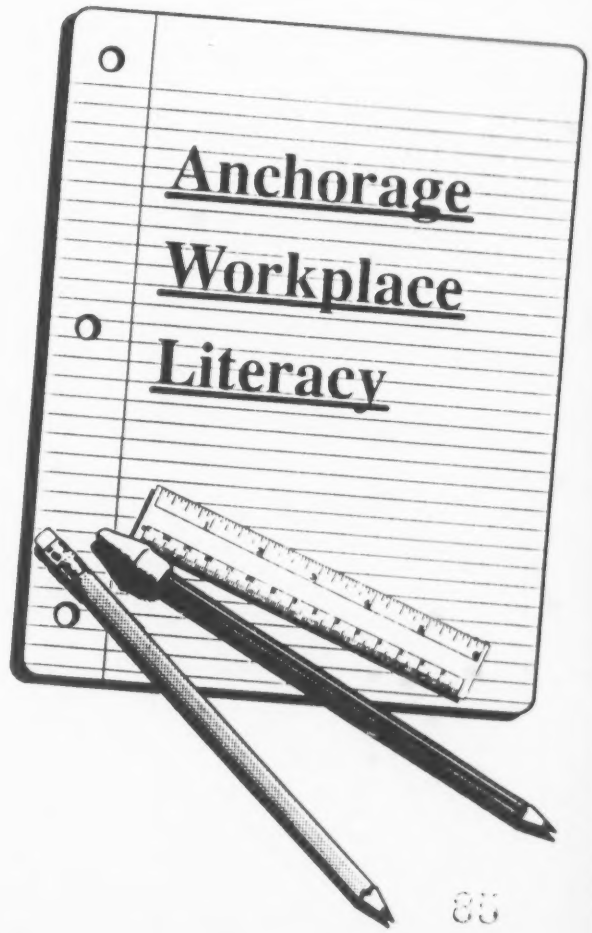
Handout

Outlines the specific programs of study available through ALP. Used in presentations to corporate supervisors.

FREE CLASSES

Clases Gratis

무료공부반



Anchorage Workplace Literacy Project can help you improve your literacy skills through worksite classes, a literacy computer lab and individual tutoring.

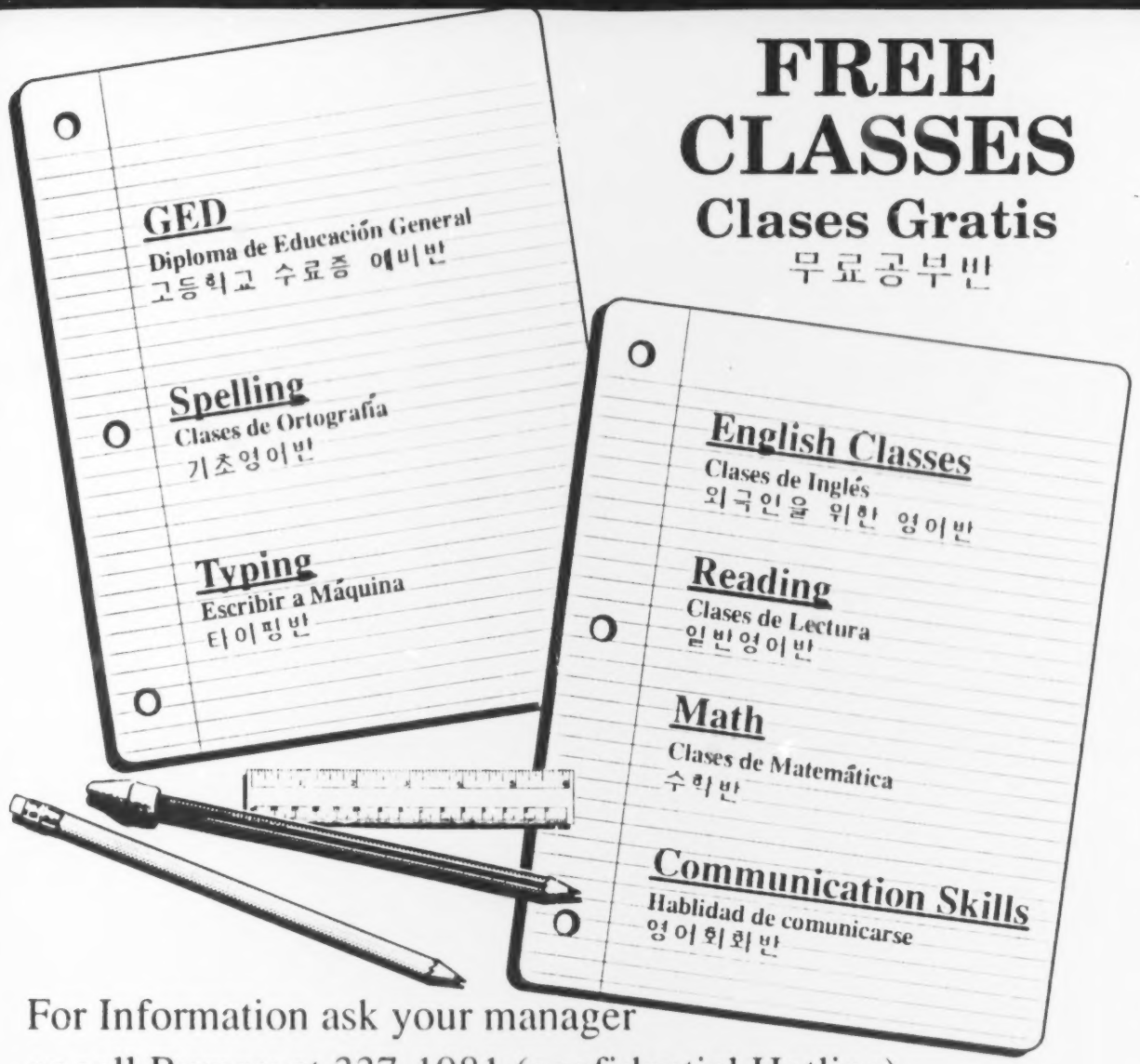
Classes are designed to meet individual and workplace needs.

Funding for the Anchorage Workplace Literacy Project is provided through a $205,852 grant (58%) from the U.S. Department of Education, National Workplace Literacy Program with matching local funds.

PLACE STAMP HERE

Anchorage Workplace Literacy Project
ANCHORAGE LITERACY PROJECT
1345 RUDAKOF CIRCLE, SUITE 104
ANCHORAGE, ALASKA 99508

FREE CLASSES
Clases Gratis
무료공부반



For Information ask your manager
or call Bumpy at 337-1981 (confidential Hotline)

Para más información, pregunte a su director o llame a Bumpy,
numero de telefono confidencial 337-1981

상세한 문의는 당신의 매니저에게나 또는 범피
(337-1981)에게로 하십시오.

86

Name: _____

Address: _____

_____

Phone: _____

I can attend classes:

__ mornings
__ afternoons
__ evenings

I am interested in the following classes:

__ English classes
__ GED
__ Reading/Writing/Spelling
__ Math
__ Other_____

_____

Please return this form to:

Roselynn Cacy or Bumpy Poole
Anchorage Workplace Literacy Project
1345 Rudakof Circle #104
Anchorage, AK 99508

337-1981
(confidential hotline)

87

FREE CLASSES

Clases Gratis

무료공부반

GED
Diploma de Educación General
고등학교 수료증 예비반

Spelling
Clases de Ortografía
기초영어반

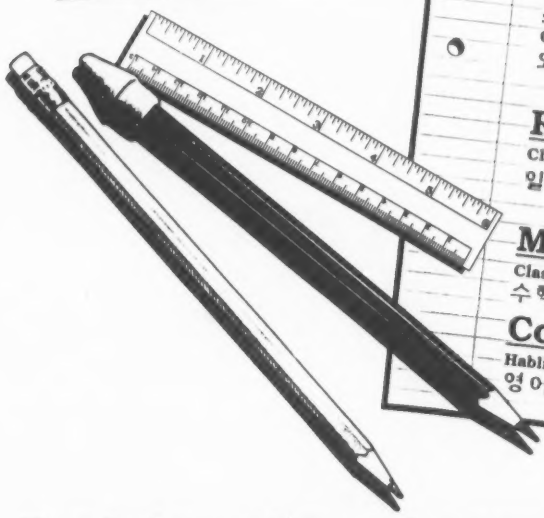
Typing
Escribir a Máquina
타이핑반

English Classes
Clases de Inglés
외국인을 위한 영어반

Reading
Clases de Lectura
일반영어반

Math
Clases de Matemática
수학반

Communication skills
Habilidad de Comunicarse
영어회화반



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Anchorage Workplace Literacy
Anchorage Oficina de alfabetización en inglés.
앵커리지 직업영어 교육소

Anchorage
Literacy Project

"EACH ONE TEACH ONE"

United Way

Member of Laubach Literacy Action and LLI

1345 Rudakof Circle, Suite 104
Anchorage, Alaska 99508
Phone: (907) 337-1981

May 27, 1992

Corporate Executive
1000 Any Street
Anchorage, AK

Dear Corporate Executive:

Enclosed please find samples of our workplace poster and brochure. I am presently Project Director for the Anchorage Workplace Literacy Project, a cooperative effort of the Anchorage Literacy Project, three business partners, two worksites, and the U.S. Department of Education. We are developing a model for workplace literacy for use in Anchorage.

Our model for a workplace program has the following steps:

1) Identify at least 3 employees to advise us in the project - one in management, one student, and a supervisor who is interested in having the program for the employees he or she supervises. The supervisor may want to take our tutor training.

2) Provide information to the employees about the program. I've enclosed a sample of the poster and brochure we developed. We have left space to add another language when appropriate. We could also give a ten to twenty-minute presentation with an opportunity for questions.

3) Set up interviews for employees that want instruction. Usually, they meet with Bumpy Poole, our Student-Tutor Coordinator, who helps them determine whether they can be best served in our computer lab, a regular ESL (English as a Second Language) class, with a private tutor, or in a worksite class.

4) Set up worksite classes based on job specific needs and/or English-speaking ability with input from the immediate supervisor and the employees.

5) Provide recognition and an opportunity for celebration and evaluation after six months.

Number 4 can be done earlier in the program, but it is the only step for which ALP currently does not have funding.

As a part of our current workplace literacy grant which continues through August, we can assist other companies in starting programs, but only have approval to develop curricula for and teach in the companies that signed on the previous year.

The Anchorage Literacy Project has funding to train tutors and match students, but the teaching is done by volunteers, and there is a waiting list of students.

However, if you are willing to be the management person involved, we can get started. It will be easier to get the specific curriculum, instructor and funding if we know how many employees with what interests are going to be in the project, and we can get some people started right away.

Sincerely,

Roselynn Cacy
Project Director
Anchorage Workplace Literacy Project

Enclosures

Anchorage
Literacy Project

"EACH ONE TEACH ONE"

United Way

Member of Laubach Literacy Action and LLI

1345 Rudakof Circle, Suite 104
Anchorage, Alaska 99508
Phone: (907) 337-1981

ANCHORAGE WORKPLACE LITERACY SERVICES

Prior to beginning instruction, each student will have an intake/assessment with the student/tutor coordinator to determine:

1. Goals
2. Level of competency in reading, writing, English and, in some cases, math
3. Recommended program of study

The student/tutor coordinator will answer any questions the student may have. Students who are reticent to have their skill level or participation made known will be assured of complete confidentiality to relieve any apprehensions.

RECOMMENDED PROGRAMS OF STUDY WILL INCLUDE:

1. English as a Second Language class to enhance communication skills along with reading and writing.
2. PALS (Principles of Alphabet Learning System), a computer assisted program designed for intermediate students to increase their writing, spelling and reading skills while learning touch typing and keyboarding.
3. GED preparation.
4. Individual volunteer tutors for basic reading, writing, spelling and math skills.

SITE:

The site of class/instruction can be the worksite, Anchorage Literacy Project, the tutor's home, or the student's home in the case of a one-on-one situation, or any other mutually agreeable place.

FOR EMPLOYEES WANTING TO SHARE THEIR SKILLS:

Training and certification available to become Laubach ESL (English as a Second Language) tutors, Laubach Literacy tutors, or PALS Lab assistants.